

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **CORREIA MIDDLE** SCHOOL

**2019-20**

37-68338-6059596

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** McDade, Jonathan

**Contact Person:** McDade, Jonathan

**Position:** Principal

**Telephone Number:** 619-222-0476

**Address:** 4302 Valeta St, Correia Middle, San Diego, CA, 92107-1510,

**E-mail Address:** jmcdade@sandi.net

**The following items are included:**

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

**Board Approval: January 28, 2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2019-2020 SCHOOL PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Correia Middle School

**DUE: October 4, 2019**

SITE CONTACT PERSON: Hilda Hernandez

PHONE: 619 560-4809 FAX: 619-221-0147

E-MAIL ADDRESS: hhernandez@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- ☐ Title 1 Schoolwide Programs (SWP) ☐ CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>10/2/2019/9/26/2019</u> |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>10/2/2019</u>           |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: <u>10/2/2019</u>           |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: <u>10/2/2019</u>           |
| <input checked="" type="checkbox"/> Other (list): <u>Parent Association/Forum</u>                     | Date of presentation: <u>9/26/2019</u>           |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/2/2019

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Jonathon McDade

Type/Print Name of School Principal

Signature of School Principal

10/4/2019  
Date

Suzanne Smith

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

10/4/2019  
Date

Monique Hudson

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson

10/4/2019  
Date

Bruce Binns

Type/Print Name of Area Superintendent

Signature of Area Superintendent

10/17/19  
Date

**Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of comprehensive schoolwide plan.

**PURPOSE AND DESCRIPTION**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

**LCAP Goal 1: Closing the achievement gap with high expectations for all.**

At Correia, we focus on closing the achievement gap by:

- Targeting students who are not meeting standards by enrolling them in Intervention support program or study skills classes;
- Monitoring student achievement including formative and summative assessments, D/F rates and SBAC scores;
- Enrolling students within co-teaching or collaborative classes with special education teacher /para-educator support;
- Providing Homework Club – a place for students to attend twice a week to get support after school with late bus;
- Study Time support offered by students' classroom teachers;
- Offering ALD to all 7th and 8th grade students to support language acquisition;
- AVID Classes with supported strategies;
- Study Skills classes;
- Co-Teaching & Collab model in English and Math, and Collab model in History and Science;
- Advisory program offering check in and support time;
- Increased time and access to literature in Correia Library;
- Organizational support through the use of a school planner
- Progress reports sent home every 6 weeks

**LCAP Goal 2: Access to broad and challenging curriculum.**

At Correia, we maximize our instructional program by:

- Electives for all students;
- Common preps to allow common planning time for PLCs;
- Common planning time to develop GVC;
- PD/PLC time one release day a month;
- Scope and sequence for core content areas;
- Having co-teaching and collaborative classes for students with special needs;
- Having study skill classes for students who are not meeting grade level standards;
- ALD classes supporting 7th and 8th grade English learners;
- AVID classes in 7th and 8th grade;
- Common assessments and pacing guides

**LCAP Goal 3: Quality leadership, teaching and learning**

At Correia, we offer a range of professional development opportunities for teachers to hone their instructional practices. Some of the professional development opportunities have been:

- Instructional Leadership Team (ILT);
- Professional Learning Communities (PLCs) in all content areas;
- Capacity Builder training;
- Cross-school visitations and training (PL Vertical Community);
- Cross-department visitations, planning and activities;
- Using data to drive instruction: FAST, Lexile, LOTE, On Demand Writing, Wellness Survey, CHKS, and site-based assessments

**LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.**

At Correia, we have a positive environment that holds students to high expectations. We provide a lot of support for students to meet these standards. We offer:

- Homework Club & Support;
- After School Study Time;
- Student Study Teams;
- AVID classes;
- ALD classes;
- Study skills classes;
- Continuous monitoring of student achievement;
- Parent outreach;
- ASB organized events including anti-bullying campaign;
- GSA (LGTBQIA) Club
- Student Led ASB Clubs
- Correia Wellness Committee
- Correia Swim Program
- Military Kids Unite group
- Military Kids Counselor on-site
- Adoption of School-wide Restorative Practices Model

**LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.**

At Correia, we have an engaged parent community. We provide many opportunities for parents to be involved with their child's education. We offer parents to be involved by:

- Membership on School Site Council;
- Membership on School Governance Team;
- Joining the Correia Association;
- Curriculum Night

- Yearly information sessions..."Principal's Coffee"
- Weekly eBlast & School Messenger Newsletter
- Parent Conferences
- SST, 504, IEP, and student led meetings
- Parent workshops offered by Correia and PL Cluster Council
- Correia parent Tours
- Home visits (needs basis)
- PowerSchool Parent Portal support

**STAKEHOLDER INVOLVEMENT**

At Correia, our community is engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2018-2019, stakeholders were involved in the 2019-2020 budget development process through surveys, subgroup meetings to solicit input. Monthly SSC/SGT, Correia Association and staff meetings were held to analyze data, evaluate and oversee programs (English Learner and GATE), provide budget recommendations, develop and approve parent involvement policy and school parent compact, approve 2019-2020 budget, and develop and approve SPSA. Annual Parent Meetings were held on 9/27/2018 & 9/26/2019.

**RESOURCE INEQUITIES**

Correia's root cause analysis involved examining data from the California Dashboard, California Healthy Kids Survey, CAASPP, California Parent Survey, site data; and a review of the 2018-2019 SPSA.

Based on the California Dashboard the first inequity that appears is chronic absenteeism. While overall chronic absenteeism is in the moderately at-risk (orange) section at 12.6%, indicators highlight the at-risk subgroups: English Learners, Students with Disabilities, and Latinos. Similarly, absenteeism is problematic with an overall 2018-2019 attendance rate of 94.65%. This is well below the cluster average of 95.27% and the district average of 95.63%.

To better understand the chronically absenteeism, student beliefs were analyzed through CHKS data, primarily student engagement in school. Inequities exist in the data with responses in two related areas. First, only 22% of students feel they have meaningful participation in school and classrooms. Similarly, only 20% feel that students are motivated to learn. Data indicates a high correlation between student engagement at school and chronic absenteeism, particularly our under-performing subgroups.

While attendance and CHKS data begin to tease our inequities for English learners, Students with Disabilities, and Latino students, CAASP data bring into focus disparities in achievement. 2019 CAASP data (similarly supported by 2017 & 2018 data) indicates achievement gaps with our previously mentioned subgroups. While overall English Language Arts performance remained the same at 62% proficient, English Learner proficiency was 6%; Students with Disabilities was 18%; and Latino performance was 43%. Large percentages of these learners are represented in each of these subgroups, making their need for support more urgent.

CAASP 2019 data analysis in Mathematics is similar and consistent with ELA. While 55% of all students perform in proficiency bands, only 6% of English Learners, 18% of Students with Disabilities, and 33 % of Latinos perform in proficiency bands.



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities, and Latinos. While many considerations were made to support these subgroups through the 2018-2019 SPSA, increase focused is needed. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of grade level proficiency and differentiating instruction based on student needs; development of culturally relevant lessons; strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments and monitoring student progress on a regular basis. ALD will be utilized to support English Learners as it is urgent that they reclassify by high school. In addition, Study Skills classes will be accessible to students in need. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, nurse, and certificated staff to monitor attendance and social emotional needs. There will be consistent communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be Military Counselor on campus to support military students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills with counseling services. The school community collectively recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS and MTSS school wide to cultivate a positive school culture for all stakeholders. Correia does not receive any federal funding; we only use our general fund and LCFF to support our students. We are unable to lower class sizes, provide sufficient in school support classes (we only have a few); or hire resource teachers or additional counselors. We currently use all our funding to support student programs, provide classroom materials/copying and professional development.

### **Our vision for the Point Loma Cluster is to create secondary schools where:**

- Teachers, staff members, and administrators enjoy coming to work and are fully engaged in the shared responsibility and accountability for educating our students
- Students feel welcomed, safe, accepted, and challenged with high expectations for learning
- Teachers, students and parents experience a nurturing, safe, clean, and student-centered environment that promotes academic achievement and Pointer Pride
- Staff and students value collaboration, innovation, and hard work
- Student learning is the shared responsibility of all stakeholders: administration, teachers, parents, students, and community members
- Parents are true partners in our children's education and demand excellence from our schools

Our ideal state is to develop an academically demanding and supportive environment that presses students to work hard and achieve academically. In this ideal state, teaching is deliberate and learning is explicit and transparent. The following forces are involved: school policies, practices, expectations, norms, and rewards. Staff beliefs, policies, and expectations will play a critical role in the development of an environment that promotes student-generated academic norms, self-concept of academic ability, and academic efficacy.

The current leaders of the secondary schools in the Point Loma cluster value the collective work being completed towards vertical alignment academically, socially, and culturally.

Site leadership is engaging staff in conversations around the development of a shared vision and purpose for our schools. The focus is on developing and fostering common beliefs around promoting student achievement.

**Staff members in the Point Loma Cluster secondary schools are currently:**

- In the process of gaining an appreciation of the importance of vertical alignment and collaboration within the cluster.
- Working on strengthening relationships and shared commitments within professional learning communities around common planning, assessments, and expectations for students.
- Taking ownership of developing common beliefs and expectations within their professional learning communities. Some sub-groups are further along in this process than others.



**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Jonathan McDade	Principal
Ann Bosler	Parent/Community Member
Kate Fries	Parent/Community Member
Aloha Molina	Parent/Community Member
Stephanie Workman	Classroom Teacher
April Purcell	Parent/Community Member
Suzanne Smith	Classroom Teacher/Chair
John Snedden	Classroom Teacher
Cindy Kinkade	Parent/Community Member
Grace Lopez	Other School Representative

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

#### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

#### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7	Increase the percentage of students who believe they have meaningful participation at school.	22	35	CAL-SCHLS (CHKS)	1 Year
June 2020	7	Increase the percentage of students who believe students are engaged in learning at school.	20	35	CAL-SCHLS (CHKS)	1 Year
June 2020	7,8	Decrease the percentage of chronically absent students school-wide.	12.6	8	Attendance	1 Year

#### \*Identified Need

The area in need was identified by using the CHKS survey as well as the California dashboard. The CHKS survey notes that 22% of the 7th grade students in 18-19 believe have meaningful participation at school. Similarly, the survey indicates that 20% of 7th graders feel that students are engaged in learning at school and in their classes.

On the California Dashboard (2018), Correia is in the orange (moderately at-risk) with chronic absenteeism. The overall school percentage is 12.6%. The following subgroups are at-risk with absenteeism:

Red (At-Risk): English Learners and Students with Disabilities

Orange (Moderately At-Risk): Hispanic

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In order to build an inclusive and positive school culture and climate where students attend, our staff and students will work in partnership to survey mindsets, create systems and supports, and develop activities to motivate and celebrate student learning, participation, and attendance at school.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Students with Disabilities	Decrease the percentage of chronically absent students.	25	10	Attendance	1 year
June 2020	7/8	English Learner	Decrease the percentage of chronically absent students	20.5	10	Attendance	1 year
June 2020	7/8	Hispanic or Latino	Decrease the percentage of chronically absent students.	15.1	10	Attendance	1 Year

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy and the activity focus in the areas of **meaningful participation** and **student engagement in learning**.

All students at the school will benefit from focus activities, attention, and strategies in the area of **attendance**, specifically the following subgroups: Students with Disabilities, English Learners, and Hispanics.

#### \*Strategy/Activity - Description

Correia's counseling will work with support staff (OTBS tech) to provide outreach to families (at school and through home visits) to increase participation at school, and will utilize Thrively to enhance intrinsic drive for students composing target subgroups. Correia's Special Ed teachers and ALD teachers will attend trainings on how to provide more access to the learning environment for students with disabilities and English learners. Real world learning opportunities through field trips to increase motivation, participation and engagement in school.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N03049D	Counselor Hrly		\$1,000.00	\$1,220.20	0304-09800-00-1260-3110-1110-01000-0000	LCFF Intervention Support		Extended counseling time for attendance and socio-emotional support and outreach.
N03046G	Tech Professional OTBS Hrly		\$500.00	\$653.95	0304-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support		Support counselors with attendance and student outreach.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N03049F	Interprogram Svcs/Field Trip		\$2,000.00	\$2,000.00	0304-09800-00-5735-3110- 1110-01000-0000	LCFF Intervention Support		Relevant field trips to increase engagement in school and programs.
<b>*Additional Supports for this Strategy/Activity</b>								
<p>Various students groups will work with staff to provide membership for the Correia Wellness Committee. The wellness committee with focus on survey students in the areas of meaningful participation, student engagement in learning and attendance. The committee will work in conjunction with various student groups (ASB, AVID, MKU, Study Skills, ALD, etc.) to design a comprehensive plan that can be implemented through advisory, classrooms, counseling support groups, clubs, etc. In addition, teachers will plan celebrations based on student growth (not arbitrary grades). These actions will provide students a voice in the learning environment at school and will help to support students in building positive relationships with adults and inclusive to the school environment. ASB will work with the total school population to bring in activities that support healthy, inclusive school environment. The wellness committee will continue to promote student and adult activities during school and after hours. Correia counselors will work with Correia's Military Kids Counselor to provide individual outreach and focus groups for students with specific needs, including trauma informed care practices.</p>								

## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

## Annual Review of This Goal: SPSA Reviewed 2018-19

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Correia Middle School had an overall proficiency in ELA as measured by the CAASPP of 62%. While the percentage of students in the proficient bands remained the same from the previous year 2017-2018, strand data indicates slight decline in all areas: reading, writing, listening, and research/inquiry. In order to support students not reaching proficiency, Correia will implement various strategies supporting reading and writing partnership through text based analysis, differentiated supports for English learners and Students with Disabilities, comprehensive unit and lesson design, and formative assessment. Professional development for teachers utilize research based on "How People Learn" in the domains of language acquisition and English language arts. CAASP data and our 2018 CA Dashboard notes that while Correia performs 23 points above the standard and the following subgroups are in the moderately at-risk (orange): English Learners, Hispanic, and Students with Disabilities.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Correia utilizes common prep periods for teachers to support the PLC process and student monitoring. Unfortunately, due to budgetary restrictions, PD and PLC release days are limited. Teachers work collaboratively to design units and lessons in 7th and 8th grade and utilize all available professional learning opportunities to enhance their pedagogy and knowledge. Teachers will attend training around the implementation of ELD lessons for our English learners in ALD. In addition, the Point Loma Cluster Schools will work in collaboration to design Professional Learning opportunities supporting the co-teaching structure in support of students with disabilities. Correia Middle continues to expand its school library and electronic resource bank. Correia will utilize the lesson study structure to build capacity among teachers and to provide continuity between classrooms. ELD units are provided by the Office of Language Acquisition to enhance access for English learners. Correia will utilize the FAST assessment to track Lexile levels 3

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

or more times a year and promote daily independent reading matching students with appropriate grade level text. Teachers will also utilize an oral reading/listening component to remedy an identified strand deficiency in listening. Correia will continue to utilize a cross-disciplinary approach in support of reading and writing across the curriculum.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Academic progress in reading and writing will be measured in multiple ways this school year. Correia will utilize FAST to measure student Lexile level and plan next steps. Teachers will also utilize TOMS to track student progress toward grade level proficiency. Due to loss of Educators Effectiveness Grant, teachers will utilize time available in PLC to monitor and plan next steps. English learners will work in with English teachers through their core English section and ALD to enhance language proficiency and work toward reclassification. Case managers will work in collaboration with general education teachers to increase access for students with disabilities and enhance our co-teaching and collaboration models. Library will work to provide increase access to materials while teachers will utilize copying and electronic resources to make text more accessible.

As part of our LCFF funding, considerations for English learners was made to include ALD into the schedule and making resources available to provide training and enhance resource development. Correia continues to support workshop and hourly pay, as long as funding for subs, will be set aside monies for professional development to support reading, writing, mathematics as well as PLC work in content specifics.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Increase the percentage of students meeting and exceeding grade level standards.	62	67	CAASPP ELA	1 Year

### \*Identified Need

The school's overall data for the 2018-2019 school year indicates 62% of 7th and 8th grade students met or exceeded standards in ELA. CAASP data and the CA Dashboard indicate an achievement gap between overall performance and the Hispanic, English Learner, and Students with Disabilities subgroups. The overall performance of Hispanics indicated that 43% of students were performing in the proficiency bands. In addition, Hispanic males fell 10 percentage points below female performance. While the Hispanic subgroup is largely made up of Hispanic students, only 6% (2 students) of English learners were proficient. Similarly, Hispanics make up 45% of Correia's Students with Disabilities subgroup whose overall performance is 18% proficient. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap for our Hispanic learners (primarily males), our English Learners, and students with disabilities. Quite a few target students are members of each of these subgroups.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	18	28	CAASPP ELA	1 Year



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	7/8	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	6	16	CAASPP ELA	1 Year
June 2020	7/8	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	43	53	CAASPP ELA	1 Year

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students and specifically our target subgroups (Latinos, English learners, and students with disabilities) will be served by these strategies.

#### \*Strategy/Activity - Description

When we established these goals, we wanted the goals to be achievable and specific. We want to increase the achievement in reading and writing with each of our subgroups. We will:

- Enhance meaningful participation in English through culturally relevant practices and pedagogy align to "How People Learn";
- Develop team/collective classroom practices to increase access for all learners;
- Develop, revise, enhance literacy units through the alignment of learning targets (standards-based, lesson design, and formative assessments;
- Differentiate instruction to target the needs of English learners and students with disabilities;
- Create summative assessments and provide feedback by grade level in English to monitor progress throughout the year;
- Provide extended learning support;
- Build capacity through professional learning opportunities for teacher leaders;
- PLC time for "4 questions approach", student monitoring, and planning of next steps.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N03049C	Classroom Teacher Hrly		\$4,000.00	\$4,880.80	0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support		Extended learning time for students in target subgroups and students needing support.
N03046P	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,101.00	0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support		PLC planning time to develop units and lessons, differentiate to meet learning needs, and to monitor student progress focusing on target subgroups.
N03044Y	Non Clsrm Tchr Hrly		\$3,000.00	\$3,660.60	0304-09800-00-1957-2100-0000-01000-0000	LCFF Intervention Support		Out of classroom support for English learners and "off-track" students.
N03045B	Library Books		\$500.00	\$500.00	0304-09800-00-4201-1000-1110-01000-0000	LCFF Intervention Support		Increase access to culturally relevant materials matching students with text.
N0304T	Supplies		\$10,886.45	\$10,886.45	0304-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support		Instructional materials to increase access for "at-risk" students.

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N03049E	Travel Conference		\$3,000.00	\$3,000.00	0304-09800-00-5207-3110-1110-01000-0000	LCFF Intervention Support		Conference fees for lead teachers to build capacity for providing increased access to curriculum for target subgroups.
N03044P	License And Fees		\$1,000.00	\$1,000.00	0304-09800-00-5842-2700-0000-01000-0000	LCFF Intervention Support		License to electronic resources supporting target populations with meeting learning targets.
N03047L	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support		Copying of units and materials to increase access to proficiency for target subgroups.
N03041Z	Lease of Printer/Duplicator		\$5,000.00	\$5,000.00	0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support		Copying of units and materials to increase access to proficiency for target subgroups.

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

## Annual Review of This Goal: SPSA Reviewed 2018-19

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Correia Middle School had an overall proficiency in Math as measured by the CAASPP of 57%. Performance is stagnant in both 7<sup>th</sup> and 8<sup>th</sup> grade. In order to support students not reaching proficiency, Correia will implement various strategies supporting mathematics understanding including Math talks, daily mathematics routines, and task based instruction. Professional development for teachers utilize research based on "How People Learn" in the domains of Mathematics. CAASP data and our 2018 CA Dashboard notes that while Correia performs above the standard the following subgroups are in the moderately at-risk (orange): English Learners, Hispanic, and Students with Disabilities.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Correia utilizes common prep periods for teachers to support the PLC process and student monitoring. Unfortunately, due to budgetary restrictions, PD and PLC release days are limited. Teachers work collaboratively to design units and lessons in 7th and 8th grade and utilize all available professional learning opportunities to enhance their pedagogy and knowledge. Teachers will attend training around the implementation of SDAIE strategies for English Learners in the construction of units and lessons. In addition, the Point Loma Cluster Schools will work in collaboration to design Professional Learning opportunities supporting the co-teaching structure in support of students with disabilities. Correia Middle will seek support with productive math discourse from SDUSD Middle Schools and utilize electronic resources to increase the bank of task-based activities in each grade. Correia will utilize the FAST assessment to track math basic skills and competencies.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Academic progress in reading and writing will be measured in multiple ways this school year. Correia will utilize FAST to measure student individual growth. Teachers will also utilize TOMS to track student progress toward grade level proficiency. Due to loss of Educators Effectiveness Grant, teachers will utilize time available in PLC to monitor and plan next steps. Math teachers will work with English learners to enhance mathematic language proficiency. English learners will work Case managers will work in collaboration with general education teachers to increase access for students with disabilities and enhance our co-teaching and collaboration models. PL cluster will work collaborative to design PD focusing on co-teaching in the mathematics classroom.

As part of our LCFF funding, considerations for English learners was made to include ALD into the schedule and making resources available to provide training and enhance resource development. Correia continues to support workshop and hourly pay, as long as funding for subs, will be set aside monies for professional development to support reading, writing, mathematics as well as PLC work in content specifics.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Students will increase their performance on the CAASPP math.	55	60	CAASPP Math	1 Year

### \*Identified Need

2019 SBAC Math results

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Hispanic or Latino	Students will increase their performance on the CAASPP math.	33	43	CAASPP Math	1 Year
June 2020	7/8	Students with Disabilities	Students will increase their performance on the CAASPP math.	18	28	CAASPP Math	1 Year
June 2020	7/8	English Learner	Students will increase their performance on the CAASPP math.	6	16	CAASPP Math	1 Year

## Strategy/Activity 1

### \*Students to be served by this Strategy/Activity

All students and specifically our target subgroups (Latinos, English learners, and students with disabilities) will be served by these strategies.

### \*Strategy/Activity - Description

When we established these goals, we wanted the goals to be achievable and specific. We want to increase the achievement in reading and writing with each of our subgroups. We will:

- Enhance meaningful participation in Mathematics through culturally relevant practices, enhanced mathematics strategies, and pedagogy align to "How People Learn";
- Develop team/collective classroom practices to increase access for all learners;
- Develop, revise, enhance mathematics units through the alignment of learning targets (standards-based, lesson design, and formative assessments;
- Differentiate instruction to target the needs of English learners and students with disabilities;
- Create summative assessments and provide feedback by grade level in Mathematics to monitor progress throughout the year;
- Provide extended learning support;
- Build capacity through professional learning opportunities for teacher leaders;
- PLC time for "4 questions approach", student monitoring, and planning of next steps.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03049C	Extended learning time supporting "at-risk" students, especially target subgroups, in reaching proficiency.
	Interprogram Svcs/Paper				0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03047L	Copying for increased access to curriculum and supports.
	Lease of Printer/Duplicator				0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03041Z	Copying for increased access to curriculum and supports.
	Prof&Curriclm Dev Vist Tchr				0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03046P	PLC planning time to develop, revise, enhance units and to monitor student progress focusing on target subgroups.
	Supplies				0304-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N0304T	Instructional materials to increase access for "at-risk" students.
	Travel Conference				0304-09800-00-5207-3110-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03049E	professional development conferences

## Goal 4- English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

## Annual Review of This Goal: SPSA Reviewed 2018-19

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

English Learners make up 6% of Correia's total school population with 70% of English learners are considered Long Term English Learners (LTELs). After analyzing our CAASPP Scores, our English Learners are on average 126 points below proficiency on the CAASPP ELA and 110 points below proficiency on the CAASPP Math.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our Correia's master schedule was designed to support English language learners. Academic Language Development classes (7th and 8th) were added to provide a minimum of 35 minutes of targeted instruction in English language development at their language levels. Newcomers were specifically placed in classes to provide supports, language models, and instruction to enhance language acquisition. Two English teachers were hand selected to monitor progress in English and across the curriculum. All teachers selected English Learner target students to collaboratively plan strategies to provide access to curriculum. Teachers will be provided collaborative planning time to address English learner considerations into units and daily lesson plans, and will have access to professional development opportunities to support their support for English learners.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In 2018-19, identified English learner students in grades 7 and 8 were placed in Academic Language Development for targeted ELD instruction. Students will have access to curriculum targeted needs provided by OLA to enhance language acquisition. Our ALD teachers also collaborate to set goals for supporting English Learners.

### \*Integrated English Language Development

Correia offers strategically places newcomers, Level 1 and 2 English learners in supported English sections to ensure targeted ELD instruction. LTELs at levels 3 & 4 are enrolled in ALD to ensure systematic ELD instruction for 35 minutes a day. Correia utilizes curriculum provided through the district. Correia's two ALD teachers are trained and support and train fellow English teachers.

### \*Designated English Language Development

Teachers will attend Professional Development specific for ELD and curriculum for ALD. Teachers will build ELA units with ELD considerations in Canvas with support from SDUSD Resource Teachers. Classroom walkthroughs and Lesson Study will be utilized to show growth and evidence of designated ELD. Master schedule for will highlight ALD course in the Master Schedule.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	English Learner	Students will show growth on the CAASPP ELA.	120 points below standard	70 point increase	CAASPP ELA	1 Year
June 2020	7/8	English Learner	Students will show growth on the CAASPP Math.	148 points below standard	98 point increase	CAASPP Math	1 Year

### \*Identified Need

2019 SBAC results. Continue to monitor EL progress

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	English Learner	Students will show minimum growth of one-year Lexile growth on FAST.	All students	All students	Other (Describe in Objective)	1 Year

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	8	LTEL	Eligible students for reclassification will reclassify.	0	80	Other (Describe in Objective)	1 Year
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### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All English learners will be served by this strategy.

#### \*Strategy/Activity - Description

Increased focus on the needs of English learners will be address through the strategy. This includes professional development/training to increase knowledge of ELD standards and best practices pedagogy supporting English learners. PLC time will address considerations for English learners through differentiated supports in lesson design and monitoring of growth towards learning targets. Increased learning time from classroom teachers and non-classroom supports in core English and Math classrooms and ALD sections. Target SDAIE strategies will be used and implemented in core classrooms.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Non Clsrn Tchr Hrly				0304-09800-00-1957-2100-0000-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03044Y	Out of classroom support for English learners and "off-track" students.
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03049C	Extended learning time for English learners supporting proficiency toward learning targets.
	Library Books				0304-09800-00-4201-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03045B	Increased access to leveled text to promote language acquisition.
	Prof&Curriclm Dev Vist Tchr				0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03046P	PLC planning focusing on attainable learning target for English learners promoting proficiency of standards and language acquisition.

## Goal 5 - Students with Disabilities

### Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Students will show growth on the CAASPP ELA.	77 point below standard	52 point increase	Other (Describe in Objective)	1 Year
June 2020	7/8	Students will show growth on the CAASPP Math.	112 points below standard	62 point increase	Other (Describe in Objective)	1 Year

### \*Identified Need

2019 SBAC results. Continue to monitor students with disabilities

### \*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	7/8	Students with Disabilities	Each student will show at least one grade increase on the FAST aReading Assessment	Various	1 grade increase	Other (Describe in Objective)	1 Year
June 2020	7/8	Students with Disabilities	Each student will show at least one grade increase on FAST aMath Assessment	Various	1 grade increase	Other (Describe in Objective)	1 Year

## Strategy/Activity 1

### \*Students to be served by this Strategy/Activity

All students with disabilities will be served with this strategy.

### \*Strategy/Activity - Description

This strategy will focus on the learning needs of students with disabilities. Case managers and general education teachers will work in collaboration through common planning time (PLC) to develop attainable learning targets through the universal design for learning process including goal setting, pedagogical methods, and supports. This strategy will focus on PLC planning time, extending learning opportunities (classroom and non-classroom), and professional growth opportunities.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03049C	Extended learning time for students with disabilities.
	License And Fees				0304-09800-00-5842-2700-0000-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03044P	Electronic resources supporting learning targets.
	Non Clsrm Tchr Hrly				0304-09800-00-1957-2100-0000-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03044Y	Extended learning support from non-classroom teacher support in meeting learning targets.
	Prof&Curriclm Dev Vist Tchr				0304-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03046P	Co-planning time for case managers and gen ed teachers through PLC planning process.
	Travel Conference				0304-09800-00-5207-3110-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03049E	Conference fees for UDL training and supports for SWD.

## Goal 6 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

## Annual Review of This Goal: SPSA Reviewed 2018-19

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Correia Middle School continues to promote active engagement and collaboration with all families through active weekly communication and access through various opportunities are school. While school promotes opportunities, data indicates that few parents feel "strongly" that the school encourages parent involvement and engagement. In the parent Involvement category (4 indicators) on the CSPA only an average of 16% of parents feel strongly that the school encourages parental involvement.

The school will continue to provide weekly communications, offer parent trainings and informational sessions, opportunities to celebrate student success, and opportunities to actively participate in student learning.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In order to provide access to all parents, Correia Middle School will offer communications in various languages; in person, electronically, and through mail. It will also provide translation services at events to increase access and participation of parents. Correia will also work in concert with other Point Loma schools to eliminate conflicts in scheduling with other PL schools.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Correia will continue to communicate with our families via the following methods:

School Messenger, Progress reports sent home every 6 weeks, eBlast newsletters, home visits, phone calls, parent conferences, SSTs, IEP meetings, student-led conferences, Curriculum Night, Principal Coffees, etc.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our counselors and office staff will have additional time to make parent phone calls and to reach out and connect with our Correia families and coordinate translation services as needed.

### \*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 4 indicators) from all parent groups.	16	30	CAL - SCHLS (CSPS)

### \*Identified Need

Based on the California Dashboard category of chronic absenteeism, Correia has inequities with regards to parent perceptions about parent involvement in school activities and student learning. This has a strong relationship with the performance of targeted subgroups. While the staff works hard to provide outreach through communication and opportunities for parental engagement at school it does not translate into active engagement and parent perceptions about how they are included. The office staff will work collaboratively and closely with the principal, school counselors, counseling assistant, and certificated staff to monitor attendance and social emotional needs. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be mental health services on-site 2.5 days a week to support military students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the clinician will work directly with staff and families to provide professional development and parent trainings that include strategies on how to support students in class and at home.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 16% (see indicators below). The following percentages indicate responses of "Strongly Agree (SA)" and "Agree (A)." 260 parents completed the survey in a student population of 764 students.

#### Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:

- School allows input and welcomes parents' contributions (17% SA) & (61% A)
- School encourages me to be an active partner with the school in educating my child (18% SA) (57% A)
- School actively seeks the input of parents before making important decisions (10%SA) (41% A)
- Parents feel welcome to participate at this school (18%SA) (57% A)

### \*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	17	30	Other - Describe in Objective



## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	18	30	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	10	30	Other - Describe in Objective
June 2020	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	18	30	Other - Describe in Objective

### Strategy/Activity 1

#### \*Families to be served by this Strategy/Activity

All families, primarily families of target subgroups (English learners, students with disabilities, and Latinos), will be served with this strategy.

#### \*Strategy/Activity - Description

Strategy will focus on including participation of families in the learning process. This will include increasing communication in primary languages (electronically and in person), support services, outreach, and increasing parent involvement in celebrating learning.

Activities will include OTBS support for translation services, counseling support and outreach, material development, parent trainings, and mailings.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Reference	Rationale
N03045S	Postage Expense		\$200.00	\$200.00	0304-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support		Postage for mailing of notifications.
	Counselor Hrly				0304-09800-00-1260-3110-1110-01000-0000	LCFF Intervention Support	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N03049D	Counseling time for outreach and support.
	Interprogram Svcs/Paper				0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03047L	Copying for mailings and training materials.
	Lease of Printer/Duplicator				0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03041Z	Copying for mailings and training materials.
	Supplies				0304-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N0304T	Materials for parent training and outreach.
	Tech Professional OTBS Hrly				0304-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N03046G	Translation services.

#### \*Additional Supports for this Strategy/Activity

School and Correia Association will provide access to electronic communication system eBlast in primary languages. School will also utilize website to increase access.

## Goal 7- Graduation/Promotion Rate

### Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

## Annual Review of This Goal: SPSA Reviewed 2018-19

### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It is essential to increase the promotion rate for our students. We need to use our resources to ensure they are meeting these requirements. We want to ensure our students to be prepared for Point Loma High School.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our counselors will review progress reporting data to identify at-risk 8th grade students; create a schedule to meet with the at-risk 8th grade students; create a plan of action that is communicated to all teachers and parents to ensure they are receiving in-school support and are provided out of school support in order to meet promotion standards.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Beginning at the end of first six weeks, we will identify all 8th graders at risk for not meeting promotion standards. We will then meet with each student individually and create a plan of action for them to be successful during the second semester and meet promotion standards. Counselors and Admin team will utilize multiple measures of assessment to support teachers and students with action plan.

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 7- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2020	8	Increase the number of 8th graders who meet the minimum promotion criteria of 2.0 GPA academic and citizenship.	90	95	Graduation/Promotion	1 Year	
<b>*Identified Need</b>							
We want to close that gap and ensure all students have opportunities to participate in end of year activities and be prepared for success at Point Loma High School. Analyses of 2018-2019 promotion data, our Latino subgroup represented over-represented as ineligible with less than 2.0 GPA in academic and/or citizenship. Due to IEP criteria and EL considerations, these subgroups reached eligibility criteria at higher rates.							
<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	8	Hispanic or Latino	Decrease the number of Latino ineligible students for promotion.	50% of ineligible students are Latino	25%	Graduation/Promotion	1 Year
<b>Strategy/Activity 1</b>							
<b>*Students to be served by this Strategy/Activity</b>							
All students will benefit from this strategy however, our Latinos will benefit the most.							
<b>*Strategy/Activity - Description</b>							
<p>This year we will focus on 8th graders beginning with the first progress reporting period. Counselors will begin meeting with at-risk identified students to build awareness, mindset, and skill. When 1st semester grades are submitted counselors will work with teachers and admin to identify target at-risk students. This way, we have 18 weeks to support for our students in meeting promotion standards/expectations. We will hold student/parent/teacher meetings, provide in-school and out-of-school support and place each student on a success plan of action. We will then monitor our students and to ensure they are receiving the support they need prior to the last six weeks of school. If we have students who are not meeting their goals, we will:</p> <ul style="list-style-type: none"> <li>- place them in support classes during the school day;</li> <li>- mail deficiency letters;</li> <li>- contact parents;</li> <li>- schedule team meeting with student, parent and all teachers/counselor and administrator;</li> <li>- create a plan of action similar to a SST;</li> <li>- conduct weekly progress checks.</li> </ul>							

## Correia Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>								
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Reference</b>	<b>Rationale</b>
	Interprogram Svcs/Paper				0304-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03047L	Copying services for mailings.
	Lease of Printer/Duplicator				0304-09800-00-5614-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03041Z	Copying services for mailings.
	Tech Professional OTBS Hrly				0304-09800-00-2455-2700-0000-01000-0000	LCFF Intervention Support	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N03046G	OTBS support for translation services and mailings.
	Counselor Hrly				0304-09800-00-1260-3110-1110-01000-0000	LCFF Intervention Support	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N03049D	Counseling support for students not meeting learning targets.
	Postage Expense				0304-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	Goal 6 - Family Engagement   Ref Id : N03045S	Postage for mailing notifications.
	Classroom Teacher Hrly				0304-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	Goal 2 - English Language Arts   Ref Id : N03049C	Extended learning time for students not meeting learning targets.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

#### 1. How will you integrate the priorities and strategies you outlined in your SPSA?

The integration of the priorities and strategies of the SPSA into the everyday practices of the school will take a collective effort of all stakeholders. This key elements of this process will include:

- Transparency- Clear and continuous communication around Correia's current context. This includes all data sets.
- Stakeholder Engagement- inviting all stakeholders into the decision making process.
- Effectiveness- Providing effective communication and processes to ensure decisions are timely.
- Alignment- Ensure data is prioritized to ensure alignment of actions to student outcomes.
- Accountability- Ensure all actions are in compliance with district and state objectives.

Correia's data informs our work. Complete analysis of the data provides a clear understanding of the context in which we work to inform the decision making process. Data will sharpen our focus and ultimately provide the vision of our work. Our current data highlights a need to narrow the learning gap with target subgroups: English learners, Students with Disabilities, and Latinos (primarily males Latinos). In order to promote access, equity and progress of these subgroups we will adhere to a tiered strategy structure: universal, targeted, focused, and intensive. Universal and targeted strategies will look at placement in programs through the master schedule, access to differentiated supports in the GVC, and equitable learning targets developed in PLCs. Focused and intensive supports will focus on collaborative process of case managers and general education teachers to individualize goals and supports for target students.

#### 2. What specific leadership actions will you take to meet or exceed your SPSA goals?

In order to meet or exceed these SPSA goals and improve results for ELs, SWD and Latinos, Correia leadership will employ these 5 strategies:

- Strategic Collaboration to improve access to high quality teaching and learning.
- Family Partnerships to enhance meaningful participation in school.
- Evidence-Based Practices targeting the needs of our learners.
- Data-Informed Decisions to plan and adjust learning targets and outcomes.
- Professional Learning opportunities to increase access and equity to high quality teaching and learning.

Leadership will build capacity within its teacher ranks through leadership development. In addition, our limited resources will be strategically allocation to minimize outcomes. Point Loma leaders will work together to streamline efforts, to ease transitions between grades, and to align the K-12 program.

Student achievement and program effectiveness will be closely monitored by all stakeholders.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:



## **APPENDIX A**

### **BUDGET SUMMARY**

# Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 40,103

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$40,103
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$40,103

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$40,103

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Correia Middle	09800 LCFF Intervention Support		1157	Classroom Teacher Hrly		\$ 4,000.00
			1192	Prof&Curriclm Dev Vist Tchr		\$ 5,000.00
			1260	Counselor Hrly		\$ 1,000.00
			1957	Non Clsrm Tchr Hrly		\$ 3,000.00
			2455	Tech Professional OTBS Hrly		\$ 500.00
			3000			\$ 3,016.55
			4201	Library Books		\$ 500.00
			4301	Supplies		\$ 10,886.45
			5207	Travel Conference		\$ 3,000.00
			5614	Lease of Printer/Duplicator		\$ 5,000.00
			5733	Interprogram Svcs/Paper		\$ 1,000.00
			5735	Interprogram Svcs/Field Trip		\$ 2,000.00
			5842	License And Fees		\$ 1,000.00
			5920	Postage Expense		\$ 200.00
	09800 LCFF Intervention Support Total					\$ 40,103.00
Grand Total						\$ 40,103.00

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**

**CORREIA MIDDLE SCHOOL**  
**PARENT & FAMILY ENGAGEMENT POLICY**  
**2019-20**

*Correia Middle School* has developed a written Parent & Family Engagement Policy with input from parents. Throughout the year Correia works with parent groups (SSC, SGT, Correia Association, CIMA) to solicit input regarding parent involvement and engagement. The parent involvement policy was developed by the Correia Middle SSC and SGT committees which is comprised of teachers, school staff members, and parents.

*Correia Middle School* distributes the Parent & Family Engagement Policy electronically at the beginning of the year and has been posted on the Correia Middle website. In addition, hard copies are available for parents during Parent Teacher Conferences in October.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents at Correia Middle, the following practices have been established:

- The school convenes an annual meeting to inform parents and about the right of parents to be involved in the school program.
  - Each fall we hold an annual Curriculum Night for all parents to learn how parents can support their child's education and how the school supports their child daily.
- The school offers a flexible number of meetings, such as meetings in the morning or evening.
  - At Correia Middle School, we are committed to provide a flexible number of meetings to engage parents in order to increase student achievement. In order to build the bridge between home and school, we have a variety of opportunities for parents to become involved with their student's education. We also have several committees to encourage parent involvement such as School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC) and the Correia Association.
- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's program and the parental involvement policy.

- At Correia Middle, we have monthly meetings scheduled for the parent groups such as School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC) and Correia Association. Topics covered during the meetings will include, but are not limited to:
  - Improving communication between school and home
  - Providing strategies for parents to assist students with projects and homework
  - Discussing current student assessment data and student progress
  - Providing information about school and District resources for student academic improvement
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent involvement
  - Evaluating the instructional program at Correia
  - Reviewing the Single Plan for Student Achievement (SPSA)
  - Conferencing with teachers
  - Providing training programs to help parents support and work with their student at home and at school
  - Understanding Correia and District budgets
  - Incorporating more parent volunteers at school
  - Finding fundraisers to help support Correia
- The school provides parents of with timely information about school programs. Information about Correia Middle is distributed in the following ways:
  - Correia Middle website;
  - Weekly e-blasts & School Messenger notifications;
  - Principal Chats;
  - Parent Tours;
  - Parent meetings such as Back to School Night, and Open House;
  - Informational sessions offered for parents throughout the school year in conjunction with the Point Loma cluster schools and a variety of technical and instructional topics;
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - During various parent meetings such as SSC, SGT, ELAC and Correia Association, parent tours, informational meetings, principal chats and individualized parent meetings, we discuss curriculum and student progress. We distribute student progress reports every six weeks in order to inform parents of their student's progress towards academic achievement. We also encourage parents to sign up for PowerSchool so they can have timely feedback regarding their child's academic progress.
- If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  - Correia Middle supports students and parents by providing individualized meetings *by request* such as:

- Parent/Teacher conferences;
- Student Study Team Meetings;
- 504 meetings;
- Individualized Educational Plan

Correia Middle School engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

It addresses the following legally required items, as well as other items suggested by parents.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school provides parents with materials and training to help them work with their children to improve their children's achievement. To help reach these goals, the school has established the following practices.

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During various parent meetings such as SSC, SGT, Correia Association, principal chats, parent tours, informational meetings, and individualized parent meetings, we discuss curriculum and student progress.
- The school provides parents with materials and training to help them work with their children to improve their children's achievement. We have various tools and materials to support parents to improve their children's achievement such as:
  - PowerSchool access to student records;
  - Student planners;
  - Daily progress reports (*upon request*).
- The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. We encourage having positive relationships with parents in order to best support our students.
  - Staff members are committed to returning phone calls and emails in a timely fashion;
  - We encourage parent volunteers;



- We use digital tools to provide timely feedback regarding student progress.
- The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We have various opportunities that we promote to support our parents such as:
  - Parent Tours;
  - New Student Orientation Meetings;
  - Principal chats;
  - Informational sessions will be offered for parents throughout the school year in conjunction with the Point Loma cluster schools on a variety of technical and instructional topics.
- The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.
  - We distribute materials in English and Spanish. We also distribute materials in other languages upon request;
  - We provide translators at individualized meetings as necessary.
- The school provides support for parental involvement activities requested by parents. If parents are unaware of programs or support that we offer, we will provide them with the needed information. We believe we provide information in a number of ways so parents can learn about all the opportunities we provide for our families and students.

Correia Middle School provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- We provide materials in both English and Spanish. We also provide materials in languages other than English/Spanish upon request;
- We provide translators at all parent meetings in order to provide access to all parents;
- We provide translators at individualized meetings as necessary.

This policy was adopted by Correia Middle School on (insert date) and will be in effect for the period of 2019-2020 school year.

The school will distribute the policy to all parents of students on, or before: September 26, 2019.

**APPENDIX C****SCHOOL PARENT COMPACT**

**SCHOOL-PARENT COMPACT**  
**2019 – 2020**

*Correia Middle School* distributes to parents and family members a school-parent compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

**SCHOOL RESPONSIBILITIES**

**Correia Middle School will:**

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:**

Correia Middle School offers a safe and orderly learning environment that encompasses rigorous academic standards and high expectations in citizenship for our students. Our mission statement is as follows:

The mission of Correia Middle School is to educate all students to become responsible, literate, thinking, and contributing members of society in the 21<sup>st</sup> century.

*We believe a successful learning environment:*

- *Puts students' needs ahead of all else*
- *Fosters student leadership and responsibility for learning and behavior*
- *Provides a challenging, student-centered curriculum with high standards for all students*
- *Involves parents and community in education of students*
- *Teaches children to be accepting of one another*

At Correia Middle School, we offer programs such as Gifted and Talented Education (GATE – Cluster and Seminar) and Special Education supports in order to meet the academic needs of all our special needs students. Our core program follows the California State Standards by implementing the Language Arts, Math, Social Studies and Science Frameworks.

Complementing our core program (Language Arts, Math, Social Studies, and Science), Correia Middle School offers a comprehensive Physical Education program. The Physical Education department focuses on cardiovascular endurance, muscular strength, flexibility and skill development. We utilize the Correia field and fitness room, multi-purpose spaces and the Peninsula YMCA gymnasium to support our students' fitness program.

Correia Middle School offers a variety of electives. Our electives include Instrumental Music, Art, Choir, Video Production, Integrated Technology, Spanish, Associated Student Body (ASB), Yearbook, Advancement via Individual Determination (AVID), and a variety of support programs.

We have a library media center that provides students with instructional resources including

digital and print instructional resources. Our library is open before and after school, as well as during lunch time five days per week.

At Correia Middle School, we encourage and advocate for parental involvement at all levels. Correia Middle School's School Site Council, School Site Governance Team, and the Correia Association meet monthly. We have an active Parent Association that fundraises in order to provide academic enrichment opportunities and extracurricular activities for all children. In order to inform parents about school events and student progress, we send weekly eblasts/School Messenger notifications, regularly update our website, and send six-week progress reports to all families. Families will have access to PowerSchool's "Parent Portal", a web-based application that will allow parents to log in and view their child's academic performance in the core subjects anytime.

You will find that Correia Middle School provides a nurturing and rigorous educational experience to meet the individual needs of our students.

**2. Hold parent teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.**

Parent / Teacher Conferences will be held in October 2019.

**3. Provide parents with frequent reports on their student's progress.**

Parents of Correia students will have access to our web-based program called "Parent Portal" to monitor grades, attendance and behavior. Parents can check our website for information regarding assignments in the core classes.

Progress Reports will be sent to parents via their child's homeroom teacher (4<sup>th</sup> Period).

Counseling Department provides daily and weekly progress reports for students with specialized contracts. Individual teachers send student progress reports at various times. Counselors schedule parent meetings when students do not meet learning targets.

**4. Provide parents reasonable access to staff.**

- Correia Middle School has a voicemail system where parents can leave voice messages for their student's teachers and/or other staff members.
- On the Correia Middle School website ([www.correiamiddle.com](http://www.correiamiddle.com)), staff contact information is posted including room extension numbers and email addresses. Please visit the Correia Middle School website for up to date information regarding Correia Middle School.
- Every Correia Staff member has an email address (this info can be found on our website).
- Teachers/Administrators/Counselors/Staff are available for parent conferences. Parents are encouraged to make appointments.

**5. Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:**

Correia Middle School welcomes parent volunteers.

- Throughout the school year, parents are given the opportunity to sign up to be a parent volunteer. A volunteer list is created.
- All volunteers must have a TB clearance and comply with district policy regarding volunteer policy.
- Parents can submit volunteer applications throughout the school year.

Correia Middle School welcomes all parents to visit our classes.

- If you are interested in visiting our classes, please call to make an appointment to visit your student's classes.

**6. The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:**

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children:

- Maintaining and interactive website with tutorials;
- Providing training and informational sessions throughout the year;
- Holding parent conferences with teachers, counselors, admin;
- Providing weekly communication.

**7. The school provides parents and family members with materials and training to help them improve the achievement of their children by:**

- Distributing information electronically through eBlast;
- Outreach from teachers and counselors;
- Providing tutoring sessions (Study Time);
- Providing weekly communication with opportunities.

**8. With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners by:**

- Providing opportunities for staff and parents membership to committees and action teams;
- Providing forums and trainings for staff and parents;
- Trainings provided through PL Cluster Council.

**9. The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children by:**

- Providing communication and open access to activities;
- Provide celebrations of learning;

- Seeking support and outreach through Correia Association.
10. The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand through:
- Mailings in primary language;
  - Electronic Messenger and eBlast;
  - Newsletters.
11. The school provides support for parent and family member involvement activities requested by parents and family members through:
- Counseling services and support;
  - Correia Association;
  - Membership on site committees and groups;
  - Access to site facilities.
12. The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand through:
- Meetings with translations services;
  - Conferences with translation services;
  - Equal access to activities at site;
  - Provide communication in a variety of forms;
  - Parent phone calls.

This Compact was adopted by Correia Middle School on 10/1/2019 and will be in effect for the period of 2019-2020 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before September 26, 2019.

Jonathan McDade  
September 26, 2019

## **APPENDIX D**

### **DATA REPORTS**

Data Reports: [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary, CHKS, and CSPS. Reclassification data results can be found at: <https://www.sandi.net/staff/language-acquisition/reclassification-goal>

Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**CORREIA MIDDLE**  
**Student Group Report 2018**

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Yellow	None	None	Green	Green
English Learners	Red	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Orange	Orange
Students with Disabilities	Red	Green	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Green	None	None	Green	Blue
Two or More Races	Orange	Orange	None	None	Blue	Blue



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	804	60.0	796	65.7	737	66.8	726	62.3	739	61.7	1.7	-0.6	801	50.3	799	51.6	738	54.6	727	55.4	739	54.7	4.4	-0.7
Female	361	70.1	374	72.2	352	74.4	327	71.6	336	69.9	-0.2	-1.7	358	53.4	374	53.7	353	57.2	329	58.4	337	55.2	1.8	-3.2
Male	443	51.7	422	60.0	385	59.7	399	54.6	403	54.8	3.1	0.2	443	47.9	425	49.6	385	52.2	398	53.0	402	54.2	6.3	1.2
African American	33	27.3	39	35.9	24	37.5	19	47.4	20	40.0	12.7	-7.4	33	18.2	39	15.4	24	20.8	19	36.8	20	15.0	-3.2	-21.8
Asian**	8	-	10	80.0	9	-	6	-	11	63.6	-	-	8	-	10	90.0	9	-	6	-	11	72.7	-	-
Filipino	8	-	3	81.0	3	-	3	-	10	80.0	-	-	8	-	3	-	3	-	2	-	10	70.0	-	-
Hispanic	304	41.4	283	44.9	252	47.2	267	39.3	260	43.1	1.7	3.8	303	31.0	284	27.5	254	34.3	268	36.9	260	33.5	2.5	-3.4
Indochinese**	2	-	5	83.6	5	-	4	-	-	-	-	-	2	-	5	-	5	-	4	-	-	-	-	-
Native American	2	-	1	64.7	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-
Pacific Islander	5	-	1	6.3	2	-	1	-	1	-	-	-	5	-	1	-	2	-	1	-	1	-	-	-
White	385	73.2	398	81.2	389	79.9	360	76.7	362	74.0	0.8	-2.7	383	65.8	399	70.2	388	69.1	361	67.6	361	67.6	1.8	0.0
Multiracial	57	80.7	56	80.4	53	71.7	65	80.0	74	68.9	-11.8	-11.1	57	63.2	57	57.9	53	58.5	65	67.7	75	72.0	8.8	4.3
English Learner	73	1.4	44	0.0	31	3.2	29	3.4	33	6.1	4.7	2.7	73	1.4	45	4.4	33	9.1	30	10.0	35	5.7	4.3	-4.3
English-Speaking	731	65.8	752	69.5	706	69.5	697	64.7	706	64.3	-1.5	-0.4	728	55.2	754	54.4	705	56.7	697	57.4	704	57.1	1.9	-0.3
Reclassified†	121	43.8	122	45.1	125	46.4	107	36.4	106	48.1	4.3	11.7	121	34.7	122	27.9	125	36.0	107	39.3	106	35.8	1.1	-3.5
Initially Eng. Speaking	610	70.2	630	74.3	581	74.5	590	69.8	600	67.2	-3.0	-2.6	607	59.3	632	59.5	580	61.2	590	60.7	598	60.9	1.6	0.2
Econ. Disadv.*	336	41.4	355	46.5	279	50.9	289	41.5	280	39.6	-1.8	-1.9	336	33.0	356	30.9	280	36.1	288	37.2	278	29.5	-3.5	-7.7
Non-Econ. Disadv.	468	73.3	441	81.2	458	76.4	437	76.0	459	75.2	1.9	-0.8	465	62.8	443	68.2	458	65.9	439	67.4	461	69.8	7.0	2.4
Gifted	324	82.7	320	85.6	333	86.8	309	82.5	302	82.5	-0.2	0.0	323	78.6	321	76.3	333	80.2	310	78.4	301	78.7	0.1	0.3
Not Gifted	480	44.6	476	52.3	404	50.2	417	47.2	437	47.4	2.8	0.2	478	31.2	478	34.9	405	33.6	417	38.4	438	38.1	6.9	-0.3
With Disabilities	67	13.4	73	23.3	62	17.7	66	25.8	77	18.2	4.8	-7.6	67	9.0	73	21.9	61	19.7	66	22.7	75	17.3	8.3	-5.4
WO Disabilities	737	64.2	723	70.0	675	71.3	660	65.9	662	66.8	2.6	0.9	734	54.1	726	54.5	677	57.8	661	58.7	664	58.9	4.8	0.2
Homeless	27	33.3	15	46.7	10	80.0	7	-	12	8.3	-25.0	-	27	33.3	15	26.7	11	36.4	7	-	12	8.3	-25.0	-
Foster	2	-	3	50.0	0	-	0	-	0	-	-	-	2	-	3	-	0	-	0	-	0	-	-	-
Military	79	58.2	96	54.2	67	59.7	74	64.9	77	61.0	2.8	-3.9	79	46.8	95	41.1	67	46.3	73	46.6	78	50.0	3.2	3.4

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**Grade 7**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	407	60.2	384	69.5	352	67.3	385	65.2	376	66.2	6.0	1.0	405	49.1	384	57.6	353	58.1	387	60.7	379	56.7	7.6	-4.0
Female	180	70.0	196	75.0	156	76.9	180	75.0	168	68.5	-1.5	-6.5	178	48.3	196	56.6	157	60.5	181	64.6	169	52.1	3.8	-12.5
Male	227	52.4	188	63.8	196	59.7	205	56.6	208	64.4	12.0	7.8	227	49.8	188	58.5	196	56.1	206	57.3	210	60.5	10.7	3.2
African American	23	30.4	15	33.3	12	58.3	11	45.5	13	38.5	8.1	-7.0	23	17.4	15	20.0	12	25.0	11	45.5	13	15.4	-2.0	-30.1
Asian**	4	-	7	80.0	3	-	2	-	6	-	-	-	4	-	7	-	3	-	2	-	6	-	-	-
Filipino	3	-	1	81.0	1	-	1	-	7	-	-	-	3	-	1	-	1	-	1	-	7	-	-	-
Hispanic	151	40.4	128	49.2	121	47.9	140	47.1	126	47.6	7.2	0.5	150	26.0	128	32.8	122	38.5	140	42.9	127	34.6	8.6	-8.3
Indochinese**	2	-	3	83.6	2	-	3	-	-	-	-	-	2	-	3	-	2	-	3	-	-	-	-	-
Native American	1	-	0	64.7	0	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	1	-	0	6.3	2	-	0	-	1	-	-	-	1	-	0	-	2	-	0	-	1	-	-	-
White	188	75.5	202	83.7	186	79.0	186	77.4	187	80.2	4.7	2.8	187	69.5	202	75.2	186	72.0	188	71.8	188	71.3	1.8	-0.5
Multiracial	34	76.5	28	82.1	25	72.0	41	78.0	35	65.7	-10.8	-12.3	34	55.9	28	53.6	25	72.0	41	70.7	36	72.2	16.3	1.5
English Learner	37	0.0	16	0.0	17	5.9	15	6.7	20	5.0	5.0	-1.7	37	0.0	16	6.3	18	11.1	16	18.8	21	0.0	0.0	-18.8
English-Speaking	370	66.2	368	72.6	335	70.4	370	67.6	356	69.7	3.5	2.1	368	54.1	368	59.8	335	60.6	371	62.5	358	60.1	6.0	-2.4
Reclassified†	53	41.5	65	52.3	51	47.1	51	43.1	53	54.7	13.2	11.6	53	24.5	65	36.9	51	41.2	51	47.1	53	39.6	15.1	-7.5
Initially Eng. Speaking	317	70.3	303	76.9	284	74.6	319	71.5	303	72.3	2.0	0.8	315	59.0	303	64.7	284	64.1	320	65.0	305	63.6	4.6	-1.4
Econ. Disadv.*	180	38.3	163	51.5	129	52.7	152	44.7	144	45.1	6.8	0.4	180	30.0	163	36.2	130	40.0	153	41.8	144	31.3	1.3	-10.5
Non-Econ. Disadv.	227	77.5	221	82.8	223	75.8	233	78.5	232	79.3	1.8	0.8	225	64.4	221	73.3	223	68.6	234	73.1	235	72.3	7.9	-0.8
Gifted	166	80.7	159	85.5	169	87.0	157	83.4	149	89.3	8.6	5.9	165	75.2	159	81.1	169	84.6	158	81.0	149	85.9	10.7	4.9
Not Gifted	241	46.1	225	58.2	183	49.2	228	52.6	227	51.1	5.0	-1.5	240	31.3	225	40.9	184	33.7	229	46.7	230	37.8	6.5	-8.9
With Disabilities	35	11.4	34	26.5	23	26.1	39	25.6	41	17.1	5.7	-8.5	35	8.6	34	29.4	23	17.4	39	28.2	41	12.2	3.6	-16.0
WO Disabilities	372	64.8	350	73.7	329	70.2	346	69.7	335	72.2	7.4	2.5	370	53.0	350	60.3	330	60.9	348	64.4	338	62.1	9.1	-2.3
Homeless	15	40.0	4	46.7	5	-	3	-	12	8.3	-31.7	-	15	33.3	4	-	6	-	3	-	12	8.3	-25.0	-
Foster	2	-	0	50.0	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	48	56.3	43	62.8	36	63.9	44	68.2	46	63.0	6.7	-5.2	48	47.9	42	42.9	36	38.9	44	52.3	47	53.2	5.3	0.9

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\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Correia**  
**Grade 8**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	397	59.7	412	62.1	385	66.2	341	58.9	363	57.0	-2.7	-1.9	396	51.5	415	46.0	385	51.4	340	49.4	360	52.5	1.0	3.1
Female	181	70.2	178	69.1	196	72.4	147	67.3	168	71.4	1.2	4.1	180	58.3	178	50.6	196	54.6	148	50.7	168	58.3	0.0	7.6
Male	216	50.9	234	56.8	189	59.8	194	52.6	195	44.6	-6.3	-8.0	216	45.8	237	42.6	189	48.1	192	48.4	192	47.4	1.6	-1.0
African American	10	20.0	24	37.5	12	16.7	8	-	7	-	-	-	10	20.0	24	12.5	12	16.7	8	-	7	-	-	-
Asian**	4	-	3	80.0	6	-	4	-	5	-	-	-	4	-	3	-	6	-	4	-	5	-	-	-
Filipino	5	-	2	81.0	2	-	2	-	3	-	-	-	5	-	2	-	2	-	1	-	3	-	-	-
Hispanic	153	42.5	155	41.3	131	46.6	127	30.7	134	38.8	-3.7	8.1	153	35.9	156	23.1	132	30.3	128	30.5	133	32.3	-3.6	1.8
Indochinese**	0	-	2	83.6	3	-	1	-	-	-	-	-	0	-	2	-	3	-	1	-	-	-	-	-
Native American	1	-	1	64.7	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	4	-	1	6.3	0	-	1	-	0	-	-	-	4	-	1	-	0	-	1	-	0	-	-	-
White	197	71.1	196	78.6	203	80.8	174	75.9	175	67.4	-3.7	-8.5	196	62.2	197	65.0	202	66.3	173	63.0	173	63.6	1.4	0.6
Multiracial	23	87.0	28	78.6	28	71.4	24	83.3	39	71.8	-15.2	-11.5	23	73.9	29	62.1	28	46.4	24	62.5	39	71.8	-2.1	9.3
English Learner	36	2.8	28	0.0	14	0.0	14	0.0	13	7.7	4.9	7.7	36	2.8	29	3.4	15	6.7	14	0.0	14	14.3	11.5	14.3
English-Speaking	361	65.4	384	66.7	371	68.7	327	61.5	350	58.9	-6.5	-2.6	360	56.4	386	49.2	370	53.2	326	51.5	346	54.0	-2.4	2.5
Reclassified†	68	45.6	57	36.8	74	45.9	56	30.4	53	41.5	-4.1	11.1	68	42.6	57	17.5	74	32.4	56	32.1	53	32.1	-10.5	0.0
Initially Eng. Speaking	293	70.0	327	71.9	297	74.4	271	67.9	297	62.0	-8.0	-5.9	292	59.6	329	54.7	296	58.4	270	55.6	293	58.0	-1.6	2.4
Econ. Disadv.*	156	44.9	192	42.2	150	49.3	137	38.0	136	33.8	-11.1	-4.2	156	36.5	193	26.4	150	32.7	135	31.9	134	27.6	-8.9	-4.3
Non-Econ. Disadv.	241	69.3	220	79.5	235	77.0	204	73.0	227	70.9	1.6	-2.1	240	61.3	222	63.1	235	63.4	205	61.0	226	67.3	6.0	6.3
Gifted	158	84.8	161	85.7	164	86.6	152	81.6	153	75.8	-9.0	-5.8	158	82.3	162	71.6	164	75.6	152	75.7	152	71.7	-10.6	-4.0
Not Gifted	239	43.1	251	47.0	221	51.1	189	40.7	210	43.3	0.2	2.6	238	31.1	253	29.6	221	33.5	188	28.2	208	38.5	7.4	10.3
With Disabilities	32	15.6	39	20.5	39	12.8	27	25.9	36	19.4	3.8	-6.5	32	9.4	39	15.4	38	21.1	27	14.8	34	23.5	14.1	8.7
WO Disabilities	365	63.6	373	66.5	346	72.3	314	61.8	327	61.2	-2.4	-0.6	364	55.2	376	49.2	347	54.8	313	52.4	326	55.5	0.3	3.1
Homeless	12	25.0	11	36.4	5	-	4	-	7	-	-	-	12	33.3	11	36.4	5	-	4	-	7	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	31	61.3	53	47.2	31	54.8	30	60.0	31	58.1	-3.2	-1.9	31	45.2	53	39.6	31	54.8	29	37.9	31	45.2	0.0	7.3

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**APPENDIX E****2019-20 SPSA ASSESSMENT AND EVALUATION**

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

### EVALUATION AND ASSESSMENT SURVEY SUMMARY

**School Name:** Correia Middle School

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>At Correia Middle School, we maximize our instructional program by:</p> <ul style="list-style-type: none"> <li>• Electives for all students, including support/intervention classes;</li> <li>• Common preps for teachers to support timely PLCs;</li> <li>• Scope and sequence for core content areas;</li> <li>• Having co-teaching and collaborative classes for students with special needs;</li> <li>• Standards-based instruction in English and Math (Tier 1 &amp;2)</li> <li>• Providing English language support for students who are not special needs;</li> <li>• Strategic housing of courses for AVID students providing additional time;</li> <li>• After school teacher tutoring;</li> <li>• ALD for English Learners</li> </ul> <p>Decisions:</p> <ul style="list-style-type: none"> <li>• After school funded support programs;</li> <li>• Classroom Hourly support for ELs and struggling students;</li> <li>• AVID program support (tutors if funding permits)</li> </ul>
CLOSING THE ACHIEVEMENT GAP	<p>At Correia Middle School, we focus on closing the achievement gap by:</p> <ul style="list-style-type: none"> <li>• Targeting students who are not meeting standards by enrolling them in intervention support program or study skills classes as identified by On-track report, SRI testing and historical performance;</li> <li>• Monitoring student achievement;</li> <li>• Enrolling students within co-teaching or collaborative classes with special education teacher /para-educator support;</li> </ul>

	<ul style="list-style-type: none"> <li>• ALD and argeting supports for EL students and providing outreach to parents;</li> <li>• Teachers providing flexible tutoring for students in need;</li> <li>• Academic outreach by Counselors and Guidance Assistant;</li> <li>• Providing late buses for students to attend after school activities;</li> <li>• Extended learning opportunities for students...College visits, cross-site visits, etc.</li> </ul> <p>Decisions</p> <ul style="list-style-type: none"> <li>• Hourly Counseling time and Counseling Asst. time to provide outreach (Bilingual);</li> <li>• Targeted after school programs;</li> <li>• Health Tech support as needed</li> </ul>
PROFESSIONAL DEVELOPMENT	<p>At Correia Middle School we offer a range of professional development opportunities for teachers to hone their instructional practice. Some of the professional development opportunities have been:</p> <ul style="list-style-type: none"> <li>• Instructional Leadership Team;</li> <li>• Professional Learning Communities (PLCs) in all content areas;</li> <li>• Capacity Builder training, if applicable;</li> <li>• CMC Math Conference, if applicable;</li> <li>• Math Conferences- Enhanced Math;</li> <li>• Language Arts Unit Writing;</li> <li>• Professional learning opportunities for all departments;</li> <li>• <i>How People Learn</i> training</li> </ul> <p>We have identified our areas of need around mathematics and literacy hence our focus around these areas during professional development.</p> <p>Decisions</p> <ul style="list-style-type: none"> <li>• Conference fees for AVID Institute</li> <li>• Conference for Google Apps- GAFE</li> <li>• Conference for CMC- California Math Council</li> <li>• Special Ed and English Learner trainings</li> <li>• PL Cluster aligned trainings and PD</li> <li>• PLC support</li> </ul>
GRADUATION/PROMOTION	<p>At Correia Middle School we have a promotion policy that holds students to high expectations. Although our expectations are high, we provide a lot of support for students to meet these standards. We offer:</p> <ul style="list-style-type: none"> <li>• After School Tutoring;</li> </ul>



	<ul style="list-style-type: none"> <li>• Student Study Teams;</li> <li>• Intervention Program;</li> <li>• Study skills classes;</li> <li>• Continuous monitoring of student achievement;</li> <li>• Parent outreach;</li> <li>• Cross-site visits with PL High;</li> <li>• Academic Counseling;</li> <li>• College visitations</li> </ul>
PARENT ENGAGEMENT	<p>At Correia Middle School we have an engaged parent community. We provide many opportunities for parents to be involved with their child's education. We offer parents to be involved in:</p> <ul style="list-style-type: none"> <li>• School Site Council/Governance Team;</li> <li>• English Learner Advisory Team;</li> <li>• Correia Association;</li> <li>• Gate Advisory Team;</li> <li>• PL Cluster Council</li> <li>• Wellness Committee</li> <li>• Correia Instrumental Music Association</li> </ul> <p>We offer various meetings for parents to learn about Correia and PL Cluster Schools and how to best support their child by offering parent tours, matriculation meetings, principal chats and individualized parent meetings, we discuss curriculum and student progress. We distribute student progress reports every six weeks in order to inform parents of their student's progress towards academic achievement. We also encourage parents to sign up for PowerSchool so they can have timely feedback regarding their child's progress.</p> <p>Decisions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased outreach and support for under-represented parent groups;</li> <li><input type="checkbox"/> Translation services and childcare to be inclusive to all students;</li> <li><input type="checkbox"/> Supplemental services to assist parents...Health Tech, Guidance/Attendance support</li> </ul>